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This study of selected characteristics of local teachers who were trained to teach in the Florida Civil Defense Adult Education (CDAE) program during 1961-1962, examined sex, field of certification, and previous experience in teaching adults. These characteristics were then analyzed to determine which of the trained teachers taught local classes; which teachers delayed before conducting CDAE classes; how many CDAE classes each teacher completed; and from which classes most students dropped out. A greater percentage of the experienced adult education teachers taught local CDAE classes (57%) than did the inexperienced teachers (38%). Of these latter, 22% delayed 90 days before teaching as compared with only 17% of those with an adult education background. Certified adult education had the fewest student dropouts (8%). Next were health and physical education teachers (17%); and most were vocational educational education teachers (18%). (nl)

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A STUDY OF CERTAIN CHARACTERISTICS OF CDAE TEACHERS:

A STUDY OF SELECTED TEACHER CHARACTERISTICS

and

THEIR RELATIONSHIP TO ADULT TEACHING

by

George Davis and Rex Wright

This is a study of selected characteristics of local teachers who were trained to teach in the Florida Civil Defense Adult Education Program during 1961-62. The characteristics selected were: Sex, field of teacher certification, and previous experience in teaching adults.

These characteristics were then analyzed to determine:

(1) Which of the trained teachers actually taught local classes.

(2) Which teachers delayed before conducting CDAE classes.

(3) How many CDAE classes each teacher completed.

(4) From which classes most students dropped out.

I. The Characteristics of CDAE Teachers in Florida

Men composed two-thirds of all of the teachers who were trained during the past school year to teach local CDAE classes.

Three-fourths of the teachers had had no previous teaching experience in teaching adults. Only seven per cent of the teachers had had five years or more of adult education experience.

Over half of the teachers came from only three areas of certification: (1) Science (18%), (2) Social Studies (17%), and (3) Elementary Education (17%). On the other hand, less than one percent had a certificate in adult education.

Over two-thirds of the teachers were professional teachers with only 30% being non-professional. The typical teacher was certified in one and a half fields. "Professional" refers to those teachers who held a valid Florida teacher's certificate when they enrolled in the CDAE Teacher-Training Institute. "Non-professionals" are teachers who had no certificate at that time and who later received a part-time teacher's certificate.

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Teacher Characteristics

Classification	Number	Per Cent
Sex		
Men	415	68.0%
Women	196	32.0%
Total	611	100.0%
Experience Teaching Adults		
None	456	74.6%
One or More Years	155	25.4%
Total	611	100.0%
Teacher Certification		
Science	151	17.8%
Social Studies	145	17.0%
Elementary Education	141	16.6%
Vocational Education	95	10.0%
Administration and Supervision	77	9.0%
English and Languages	65	7.6%
Physical Education	64	7.5%
Miscellaneous	61	7.0%
Mathematics	46	5.4%
Adult Education	3	0.35%
Total Number of Teacher Certifications	*848	100.0%
Professional Status		
Professionally Certified Teachers in this Study	432	70.7%
Non-Professional Teachers in this Study	179	29.3%
Total	611	100.0%

*Note: A teacher might be certified in more than one area.

II. General CDAE Teaching Results

The majority of the 611 teachers who were trained did not teach any CDAE classes. Only 42% actually taught.

Most of those who did teach started their first class within 90 days from the beginning of their own teacher training. Only 20% waited longer than 90 days to begin teaching CDAE classes.

The average teacher, who taught, completed 2.4 classes. Three teachers actually taught 10 classes each during the year.

Most adult education students attend classes voluntarily, outside of their regular working hours, which are conducted by a teacher who is not a fellow employee. In the CDAE program during 1961-62, there were a substantial number of classes which were conducted on the employee's job time by a fellow employee, and at which employee attendance was required. In the last section of this study, therefore, results are given two ways: (1) Counting all classes taught. (2) Eliminating all classes which had a perfect attendance in all sessions of the course.

It is the opinion of the authors that a more comparable picture of adult education classes is obtained by this elimination of the perfect attendance classes.

19% of all adults who enrolled in the CDAE classes dropped out and failed to finish. If the perfect attendance classes are eliminated, the average student drop out was 23%. Conversely, 3/4 to 4/5 of all students completed their courses and received their certificates.

III. Which Teachers Taught Local CDAE Classes?

A much greater percentage of the experienced adult education teachers actually taught local CDAE classes (57%) than did the inexperienced teachers (38%).

The percentage of teachers who taught CDAE classes increased for those teachers with two years of experience over those with only one year. For those teachers who had more than two years of previous experience the percentage of teachers who conducted local classes remained high.

Teaching and Non-Teaching Teachers by

Years of previous Experience Teaching Adults

Previous Experience	Percent Of Teaching Teachers	Percent Of Teachers Not Teaching
None	37.1%	62.9%
One Year or More	57.4%	42.6%

All of the teachers (3) who were certified in adult education used their training and taught local classes, whereas only one-third of the vocational education teachers did so. A breakdown of the percentage of teachers who taught classes after they had received their teacher training is as follows:

Adult Education	100%
Elementary Education	54
Social Studies	54
Administration and Supervision	49
Science	46
English and Languages	46
Health and Physical Education	42
Miscellaneous	41
Mathematics	35
Vocational Education	33
Average	46%

42% of the professional teachers who received training taught local classes, but only 30% of the non-professionals taught.

Approximately the same percentage of men and women conducted CDAE courses--44% and 41% respectively.

IV. Which Teachers Delayed Before Conducting CDAE Classes?

This study showed very conclusively that if a teacher delayed as long as 90 days after the beginning of his own training to start his first CDAE class, his chances of ever teaching one was slight. Four out of five teachers began their first class within the first 90 days. Of the inexperienced teachers, 22% delayed 90 days to start teaching as compared with only 17% of those with an adult education background.

The fields in which teachers were certified found a wide variance in the percentage of teachers who put off teaching. 23% of the elementary teachers and 20% of the English and language teachers waited 90 days before they began their first class. However, all of the adult teachers and 90% of the mathematics teachers started teaching within the first 90 days. It may be significant that normally a high percentage of elementary, English and language teachers are women. In this study, more women than men tended to put off beginning their first class.

There were more non-professional teachers who delayed teaching (25%) than professional teachers (20%).

V. How Many Classes Did Each Teacher Conduct?

All Teachers Trained

There was little difference in the average number of classes taught by men (1.1 average) and women (.9 average), or between the professional teachers (1.0 average) and non-professional teachers (.9 average).

Experienced adult education teachers taught 60% more classes each (1.42 average) than did the inexperienced teachers (.89 average).

The three teachers who were certified in adult education averaged teaching the most classes, with vocational education teachers teaching the fewest.

A breakdown of the average number of classes taught per trained teacher is: Adult education 1.7; the miscellaneous group of certified teachers 1.4; Social Science 1.3; English and languages 1.2; Science, Elementary, Administration and Supervision 1.1; Health and Physical Education .9; and Vocational Education .7. The overall average was 1.1 classes taught per teacher trained.

Teaching-Teachers

Among the teaching-teachers, the men averaged more classes (2.6) than the women (2.0). Likewise, non-professional teachers taught more classes (3.2) than the professionals (2.4). It should be mentioned that some of the non-professionals were personnel and training directors in state agencies who conducted classes for employees of their own agencies. There was no difference between the experienced and the inexperienced teachers in the number of classes taught.

The teaching-teachers in the miscellaneous group actually averaged teaching the most classes and the adult education teachers the fewest.

The detailed breakdown by field of certification of the teaching-teachers' average number of classes conducted is as follows: Miscellaneous 3.3; Mathematics 2.9; English and languages 2.5; Social Science 2.4; Science 2.3; Vocational Education, Administration and Supervision 2.2; Health and Physical Education 2.1; Elementary Education 2.0; and Adult Education 1.7.

VI. From Which Classes Did Most Students Drop Out?

All Classes Taught

The student drop out rates were approximately the same for classes taught by men (18%) and women (20%). The inexperienced adult teachers had a slightly lower drop out rate (18%) than did the experienced teachers (21%). Also, the non-professional teachers had fewer students discontinue their classes (14%) than did the professional teachers (18%). It should be mentioned again that a substantial number of the inexperienced, non-professional teachers conducted classes for their state agencies. This point will be further clarified in the analysis of the data with the perfect attendance classes eliminated.

Perfect Attendance Classes Eliminated

Approximately the same percentage of students dropped out of classes taught by men (24%) as by women (22%).

The professional teachers and the non-professionals each had 23% of their students discontinue classes. The data, with the perfect attendance classes eliminated, shows that the inexperienced teachers had 24% of their students drop out compared to only 20% for the experienced teachers.

In this study, teachers who certified in adult education had the fewest students drop out of their class (8%). Next were health and physical education teachers (17%), and most was vocational education teachers (18%). The above rank order holds true, regardless of whether the perfect attendance classes are eliminated from the data.

With both types of data, the most students discontinued classes which were taught by English and language teachers (25%) and by elementary teachers (23%).

Teachers who were certified in all other areas had approximately the same percentage of students who failed to complete the course.

A breakdown of student drop out rates, by fields of teacher certificiation, is shown below:

*Rank	Area of Certification	Number of Teachers	Percent of Student Drop Out	
			All Classes	Less Perfect Classes
1.	Adult Education	3	8.3%	12.5%
2.	Health & Physical Education	27	16.6	18.9
3.	Vocational Education	31	17.8	23.0
4.	Miscellaneous Group of Areas	25	22.3	24.3
5.	Administration and Supervision	38	20.3	24.3
6.	Social Studies	79	21.3	24.4
7.	Science	69	20.9	25.3
8.	Mathematics	16	21.1	25.9
9.	Elementary Education	76	22.8	27.9
10.	English & Languages	30	24.9	31.1
		394	21.7% Average	23.8% Average

*Rank by percent of student drop out, not counting perfect attendance classes.

# # # #

All my life I have been trying to learn to read, to see and hear, and to write. At sixty-five I began my first novel and after the five years lacking a month I took to finish it, I was still traveling, still a seeker.

- Carl Sanburg

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